

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Henry Booth, Jr.

Official School Name: Natalia Junior High

School Mailing Address:
P.O. Box 548
8th & Pearson Street
Natalia, TX 78059-0548

County: Medina State School Code Number*: 163-903041

Telephone: (830) 663-4027 Fax: (830) 663-2347

Web site/URL: www.nataliaisd.net E-mail: hbooth@nataliaisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Joey Moczygemba

District Name: Natalia Tel: (830) 663-4416

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Rey Alvarado

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| _____ | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 7920

Average State Per Pupil Expenditure: 6273

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	40	46	86
K			0	8	41	35	76
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	50	39	89				
TOTAL STUDENTS IN THE APPLYING SCHOOL							251

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 2 % Black or African American
 75 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 22 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	252
(5)	Total transferred students in row (3) divided by total students in row (4).	0.056
(6)	Amount in row (5) multiplied by 100.	5.556

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 7

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 187

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>-9999</u>
Classroom teachers	<u>17</u>	<u>-9999</u>
Special resource teachers/specialists	<u>3</u>	<u>-9999</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>12</u>	<u>-9999</u>
Total number	<u>38</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	98%	97%	97%	96%
Daily teacher attendance	96%	94%	95%	96%	91%
Teacher turnover rate	11%	22%	28%	24%	13%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

We are a small rural school who is closely located (within 35 miles) to a large city area. Teachers that we hire normally live with-in the large city and do take advantage of opportunities to work there when they are available. Our pay scale is somewhat lower than that the larger city. We have noted that in all cases it's simply economic for those individuals that do leave us. It should be noted however, that we do have teacher from the larger city that have been with us for several years. What we have found in just about every exit interview with the teachers that leave, is that they are new teachers to the professional and mostly single income families.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Natalia Junior High School (NJH) is one of four schools in the Natalia Independent School District. The district's total approximate enrollment is 1,200 students. The district consists of one early child center (grades PK-1), one elementary school (grades 2-5), one junior high school (grades 6-8), and one high school (grades 9-12).

The NJH vision consists of several core beliefs. We believe that if we respond to the ever changing needs of our diverse community our students will be able to meet the ever changing world in which they live. We believe that all staff members shall prepare all students to have a strong multilingual, academic, and technological background which will ensure each student success in the competitive environment of the 21st century. We believe that the school should provide a rigorous diverse curriculum that meets tomorrow's multicultural world thus ensuring all students will be life long learners. We believe that parental and community involvement is crucial to the success of the students and the school as a whole. We believe in helping to guide each child to develop his or her character in a program that builds community and stresses respect. Finally, we believe that through offering engaging, challenging work and giving students the tools they need to succeed in school and have a choice for higher educational pursuit.

The NJH mission includes a commitment to provide academically rich educational opportunities by stressing back-to-basics in the core academic areas. All students are afforded the opportunity to be challenged by a rigorous, curriculum of language arts, math, science and social studies taught by teachers who stress practice and feedback. In addition to the core classes, we offer daily physical education and foreign language (options at seven and eight grade for high school credit).

An innovative after-school program offers clubs, University Interscholastic League (UIL) intramurals sports, and band. For students who need additional support, an academic intervention program is scheduled as part of the master schedule as well as after school tutoring. Transportation is provided for students who attend.

Teachers are organized into grade level teams and subject area teams. Grade level teams meet to discuss their students' needs, curriculum connections, and parent contacts. Likewise, subject area team's collaboration ensures that vertical alignment is effective across curriculum.

NJH School offers some unique learning opportunities that enhance our academic environment. This is our second year of adopting the AVID (Advancement Via Individual Determination) program. AVID is a comprehensive school reform model that provides strategies school-wide and staff development to ensure that underachieving, economically disadvantaged, ethnic minority students can succeed in a rigorous curriculum. We were the first school in the county to embrace the reading plus program for all of our language arts classes which resulted in our state assessment scores in reading going from Meets Expectation to Exemplary.

NJH School is developing a tradition of excellence in academics, which is spilling over into our performing arts, athletics and community involvement. The school culture is now embracing that tradition and our students are taking pride in their school. While we celebrate our students' high level of achievement, we are constantly examining our programs and curriculum to ensure that all students will be afforded an opportunity to achieve to their individual best. Our teachers continually research best practice, examine curriculum, and collaborate through-out the campus to maintain the highest level of student achievement.

The NJH is honored to be nominated as a Blue Ribbon school. We have been distinguishing ourselves within the community as a campus that values educational excellence by creating opportunities to strengthen the connection between students, family and staff. From the transition activities for incoming sixth graders and various activities implemented throughout the year, we have created a strong sense of family in our school and the community.

The mission of NJH is to encourage students to become confident, independent, responsible and respectful learners by reinforcing and supporting their academic and social emotional growth in conjunction with parents and the community. The academic success and social-emotional growth of our students is primarily due to the commitment of all stakeholders to these main beliefs.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Natalia Junior High School (NJH) participates in the state assessment process, Texas students are assessed on their ability to show mastery based upon the state standards, of the required curriculum, Texas Essential Knowledge and Skills (TEKS). Students are assessed through the state mandated Texas Assessment of Knowledge and Skills (TAKS) criterion-referenced assessment each spring. TAKS is based upon the number of correct answers on the test, that data is used to derive a scale score upon which the designation of meets standards is based. Students must have a scale score of 2100 to meet the standard while a score of 2400 is designated as commended performance. The school uses the percentage of students meeting the standard and the percentage of students achieving commended performance to gauge progress and to determine instructional processes to help students succeed.

The State of Texas requires all students in grades 6 through 8 to be tested with the TAKS Test. Each of these grade levels is tested in reading and math. Students in 7th grade are also assessed in writing, while 8th graders are assessed in social studies and science. Texas law mandates all students in 8th grades pass the reading and math portion of the TAKS Test in order for them to be promoted to the next grade level. There are three categories of student performance for each test: “Commended Performance”, “Met the Standard” and “Did Not Meet the Standard”. Results are reported through a scaled score. Students who “Meet the Standard” show sufficient understanding of the Texas Essential Knowledge and Skills (TEKS) tested. Students rating a “Commended Performance” perform at a level significantly higher than the passing standard. Additional information regarding state assessment can be found at <http://www.tea.state.tx.us/student.assessment/>.

Performance on the State’s mandated tests are used by our campus to establish the groundwork on which we build our instructional programs. Performance data is analyzed by the whole campus, in addition the Campus Improvement Plan Committee members use the information gathered to develop the campus improvement plan, campus instructional calendar, develop new teaching strategies and determine staff development needs and budget decisions are made based on students’ academic needs. Resourceful use of available resources and personnel ensures that all students are afforded a sound data-driven instructional program. The past two year, our students in all grades did perform as well as other student groups on all of the state tests. Our yearly analysis of the data allowed us to create instructional plans, monitor progress and make adjustments when necessary. We have seen our students make continual academic achievement when staff members make data informed instructional decisions. Our vision and mission mandates high expectations and rigorous curriculum for all students and the results of our efforts are evident in our reading, mathematics, writing, social studies, and sciences scores for all groups even those subgroups that traditionally produce disparate on state assessments.

Last year, 2007-08, NJH received the highest recognition from the state with an Exemplary Rating for the campus. NJH was also awarded Gold Performance Commended Acknowledgements of Reading, Writing, Social Studies and Comparable Improvement in Mathematics and Science.

Our 6th grade students for the past five years have boasted a competitive scoring history as well as meeting and then exceeding the state’s reading average with each progressive year. In math, they also consistently average 20-35 points higher than the district and state averages. In addition the 7th grade students over the same time frame produced similar results that showed a very competitive scoring history that exceeded the state’s reading average with each progressive year. In math, they also time after time averaged 10-20 points higher each consecutive year. Finally, our 8th grade students reading meet state standards then last year they scored a perfect 100% passing percentage. Math followed the same track resulting in a perfect 100% passing percentage.

2. Using Assessment Results:

In our continual effort to provide the best quality education for all of our students, Natalia Junior High staff is committed to analyze assessment data and use it to guide our efforts to optimal student performance and teacher's energy. Our administrative team provides these results to the district to assist them in making educational decisions at the district, school, and individual levels. At the district level, administrators analyze the results to identify trends in student performance across the district as a means of identifying curriculum strengths and weakness. As a result of this level of analysis, there has been a district-wide effort in developing strategies to improve student's reading comprehension and in mathematical problem solving skills. On our campus the Campus Improvement Committee analyzes the data to formulate school improvement initiatives. The WEBCAT program has allowed us to analyzed data from multiple sources which helps identify areas of strength and weakness in our curriculum as highlighted by the data. Additionally, data analysis has enabled us to identify those students that historically have not performed up to standard and put in place a program for their success.

After our Campus Improvement Committee articulates their improvement initiatives, the staff meets at the beginning of the school year to review those initiatives and identify how they will resolve or shore up those concerns. Teachers then collaborate to create goals and strategies aimed at improving academic shortfalls. These goals and strategies become part of the Campus Improvement Plan, a document that will drive our school year.

In addition to using state assessment data, we use formative and summative classroom assessments that are aligned with instructional objectives, to monitor our student academic levels. Based on that information we are better able to provide prescriptive help for each student and communicate those needs to parents. Staff members are afforded professional development to continually improve instructional methods to optimize students' success. Finally, as a campus we believe that successes need to be celebrated. To accomplishing that objective we have school wide assemblies to celebrate and support our positive environment of academic success, Student/Teacher of the month, attendance awards, individual student behavior and academic recognition.

3. Communicating Assessment Results:

We use several modes of communication to keep our stakeholders informed as to the current levels of student performance. We use the common approach that most schools use; monthly campus newsletters, written reports, progress and report cards; all of these items are sent home during a one month period. The progress report has been the most effective instrument in maintaining our communication with both the student and the parents. Halfway in the six weeks, each student receives a written three-week progress report with his or her current grades in academic subjects and elective courses thoroughly outlining their successes and shortfalls.

Teachers are committed to daily but no later than biweekly updates on our district Texas Connect school websites so that parents can have access to their children's grades and any missing assignments. While all of the technology is very convenient, our primary means of communicating about student performance is still in person through phone calls and face-to-face conferences with parents and students. Teachers are required to make contact by telephone with parents if there is an important issue that needs to be discussed or to share positive news. Grade level teams are able meet with parents so that they can receive a complete picture of their child's educational program. During that meeting they as a team can produce a plan that parents, teachers, and students can embrace to ensure student success.

Finally, we do shares standardized assessment results with parents in an effort to gauge student progress using these measures. We mail the Texas Education Agency Campus Report Card as a part of the student report card with a letter of explanation during the second semester. TAKS individual student performance results are sent home at school year-end or as soon as they become available.

4. Sharing Success:

The staff of Natalia Junior High School finds it beneficial to both share and receive information from other campuses. As one of four campuses in our district, collaboration is essential to insure continuity for all students as they progress from elementary, to middle school, to high school. This regular collaboration helps to secure vertical alignment and continuity of the curriculum.

Another method we find quite helpful to disseminates successes to parents and the community is through the school website and monthly newsletter. In addition, to the website we provide press releases to local news media personnel. Finally, the one medium that all members of the staff utilize is that of word of mouth, our reputation for success and excellence is spreading through-out the community at and our local Regional Education Center.

As a Professional Learning Community, our teachers recognize that meeting and sharing ideas with teachers from other schools will enhance their understanding and build knowledge in specific aspects of their selected curriculum. One regular opportunity for celebrating successes and sharing learning comes with colleagues from other districts that belong to the Region 20 I-35 consortium which consist of six other districts.

Finally, many of our staff belong to professional organizations including, but not limited to, the Texas Association of Secondary School Principals, National Association of Secondary School Principals, and Association of Texas Professional Educators. When they attend the many conferences, their participation in events sponsored by these organizations affords the staff the opportunity to network and share ideas with other teaching professionals not only across the state but the country. If we are fortunate enough to be selected for the honor of being awarded a Blue Ribbon School, that in itself will generate many opportunities for us to share our success story, and put us in position as well as give us the responsibility of continuing to lead our campus and our community in the belief students come first and education is an honor not a privilege to be wasted.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Natalia Junior High School Curriculum is based on The Texas State Board of Education Curriculum and instructional materials which are the Texas Essential Knowledge and Skills (TEKS). We use these measures as a starting point and they serve as integral parts of our curriculum. We take these standards and incorporate them within the classic, core academic subjects of Language Arts, Writing, Mathematics, Science, and Social Studies. The curriculum focuses on the mastery levels of our four core subjects of Language Arts, Mathematics, Science, and Social Studies. Each student is afforded individual opportunities to explore their skill levels within each discipline and instructional adjustments are made for those individual students. Curriculum teams are tasked with the added responsibility of monitoring the scope and sequence of their curriculum to ensure that we are vertically aligned and that our curriculum decisions are based on our student data. Curriculum teams provide staff development for all campus personnel during campus meetings. We have seen the effectiveness of in house sharing of knowledge of best practices that teachers receive from workshops and conferences their information has enhanced our curriculum. Grade level teams meets weekly to discuss how they can pull together to ensure that cross-curricular learning is an active part of student learning. One such strategy employed is reading across the curriculum which included all elective courses. One key component to our current success is the advent of AVID into our school wide curriculum.

We have expanded our foreign language curriculum to include a mandatory Spanish class for all six graders. It's our desire for all students to be exposed to the differences of other cultures and language. The goal of the foreign language curriculum is to foster proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. The Spanish program was designed to reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not merely translations to English. We wanted our program to be organized in such a way to allow students opportunities where students read and understand a wide variety of literary and informational texts; where students compose a variety of written texts with a clear controlled idea, coherent organization, and sufficient detail to present a well constructed message. The basic Spanish program starts in the 6th grade with a strong culture piece. Our program requires that only those students enrolled in Spanish during their 7th and 8th grade year, are eligible for high school credit. Rounding out our total offering of elective classes is Technology, Physical Education, Art, Music, Careers, and AVID. In technology, students learn of technology application foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technology and their applications. The efficient acquisition of information includes the identification of task requirements; to include plans for using search strategies; and the use of technology to access, analyze, and evaluates the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students are able to build and program Robots and have placed each year during state- wide Robotics competition. Physical Education in Grades 6-8, students understand in greater detail the function of the body, learns to measure their own performance more accurately, and develop plans for improvement. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades. The goal of our art program is to enable students to rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections through music, the other arts, technology, and other aspects of society. Through creative performance, students apply the expressive technical skills of music and critical-thinking to evaluate multiple forms of problem solving. AVID class is designed to ensure that all students, and most especially the least served students who are in the middle, will succeed in rigorous curriculum, will complete a college preparatory path, will enter mainstream activities of the school, will increase their enrollment in

four-year colleges, and will become educated, responsible participants and leaders in a democratic society. AVID's systemic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance.

2b. (Secondary Schools) English:

The English Language Arts curriculum is developed in concert with that of the Texas Essential Knowledge and Skills (TEKS) which are organized into strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. All students will be engaged in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students are required to read and write on a daily basis. A few of our key components in our reading curriculum are the Reading Plus Program, Accelerated Reader Program, and Study Island Program. All of these programs engage students at their current levels and add rigor to their instruction.

3. Additional Curriculum Area:

Throughout mathematics in Grades 6-8, we provide all students the opportunity to build a solid foundation of the basic understandings in numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from hands on measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations. Throughout mathematics in Grades 6-8, students use these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

4. Instructional Methods:

We currently are using an assortment of instructional strategies necessary to meet the individual needs of our students. While it's our objective to send every one of our student to high school with at least two to three high school credits under their belt, we, however, evaluate each student at his/her individual academic levels. We then develop a program for that student and evaluate his/her ability against our desire to provide a more rigorous instructional plan. We understand and embrace the notion that all students are not alike. Based on that premise we incorporate differentiated instruction as an approach to teaching and learning so that students have multiple options for taking in information and applying it to develop a plan of action. Our teachers are flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to adjust to what could be conceived as built-in modality. Our idea for successful classroom teaching is a blend of whole-class, group and individualized instruction. All teachers apply a myriad of instructional approaches that are varied and adapted in relation to individual and diverse students in classrooms. At the very start of the process all the way to the end, we conduct on-going

assessments of student's ability and growth. This is essential to every aspect of our desire to develop a meaningful educational plan. Incorporating on-going assessments assist teachers in their endeavor to better provide scripted approaches, choices, varying needs, interests and abilities that exist in classrooms of diverse students.

5. Professional Development:

Natalia Junior High School has a professional development plan that includes formal types of post-secondary training. However, most of our professional development comes in the form of in-service professional development programs presented by our regional service center. We have established policies that require all staff development be directly connected to the curriculum he/she is teaching. Professional development occurs once a month during campus staff meetings. These sessions designed to enhance leadership skills, as well as task skills. At these meetings, a lead teacher who has attended workshops outside the district, share what they've learned and its application to their colleagues' needs. Professional development opportunities can range from a single workshop at Region-20 to professional organization seminars.

This summer we were able to attend "Capturing Kid Hearts Retreat" for the whole staff. The training has made the difference in how we reach kids and our desire to touch not only their own heart but our as well. It's an on going process that has taken on a life of its own. Each of the examples highlighted has impacted student achievement by creating an environment in which teachers are encouraged to diversify their instructional and utilize the new tools that they have been able to acquire. Through staff development teachers will be able prescribe the best strategy, skill builders, and activities for any given situation or child. Their professionalism positively impacts student achievement as we can see by our growth and highlighted by the data. Our student ability to score above the state average and in the top 10% of all students tested is a direct result of our willingness to put to use what we learn and share.

6. School Leadership:

Our current campus improvement plan lays out an ambitious agenda to raise every student's achievement by 2012. To realize that goal, we realigned some of our internal functions to effectively work across grades, curriculum, and departments levels. We looked at supporting the broader purpose of our campus and the students we serve, the parents support, the community in which we work, and the staff we must nourish as a whole. Under the new school leadership structure will exit one principal, one vice principal, one school counselor, department chairs, grade level chairs, technology chair, campus improvement committee, and AVID committee.

The leadership role of the principal is to lead the process of social influence in which I will be able to enlist the aid and support of all students, parents, community and staff members necessary to the accomplishment our mission. Because of our current campus performance levels, I must be able to ultimately create a way for stakeholders to contribute to our continuing efforts to make the extraordinary happen. I must always take inventory of self knowing that maintaining a level of humility and embracing every opportunity to improve myself and to have the courage to learn and change. I must show others that egos and personal needs are set aside in the pursuit of service to others. Ultimately, it's my responsibility to devote the necessary energies to enhance my staff's commitment to their individual inventiveness. I must create an environment where others serve to their maximum extent possible and be their cheerleader when they excel and are recognized.

Under the recommendation of the campus improvement committee and the leadership of the campus administration, we developed a comprehensive plan to raise every student's achievement by 2012. Tasks were assigned to members under the new leadership structure to explore best practices that they thought would be a good fit for our campus. Based on their recommendations the campus adopted the following programs: Reading Plus Program, for all grade levels 6th though 8th. All students are provided individualized reading

instruction in the critical elements of reading as defined by the TEKS and the Reading Plus System. Our students has achieved extensive, documented success in increasing scores in the state tests TAKS and producing substantial gains in fluency in silent reading, comprehension, vocabulary, and their overall reading proficiency. Accelerated Reader Program, (AR) for all grade levels 6th through 8th, AR is helping us to build a lifelong love of reading and learning for our students. In addition AR provides essential personalized reading practice to each student's current reading level AR manages all reading activities including read to, read with, and independent reading. Students have access to reading four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes. Study Island Program is another excellent study aide. With study island, we wanted a program that could provide Web-based instruction, practice, and assessment based on our state's standards. It had to be a rigorous academic content that was both fun and engaging, research-based with proven results for all students, and easy to use (in the lab, classroom, library or home). Finally, Advancement Via Individual Determination AVID class is designed to ensure that ALL students, and most especially the least served students who are in the middle, will succeed in rigorous curriculum, will complete a college preparatory path, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated, responsible participants and leaders in a democratic society. AVID's systemic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance. The Teacher Retention Program looks at teacher retention where we found reasons for our high level of exit. During their exit interviews, they expressed dissatisfaction, including difficulty with student management, lack of monetary compensation, inadequate support, travel time, and a weak mentoring program. Our teacher retention is a key component necessary in maintaining the continuity and quality of our instructional programs. We found that our teacher retention has a direct effect on our student achievement. This is significant because of our 2012 agenda to improve student achievement. Our efforts have allowed us to attract and retain quality teachers which have all but eliminated the barrier to developing a consistent school culture, one sensitive to the developmental needs of students and the relationship building between students, teachers and parents.

After identifying these programs we reallocated funds necessary to purchase appropriate program, and provide staff development so that each program could be fully implemented. For each program there is a campus expert that is responsible for all up-grades and in-house staff development. We have dedicated ourselves to maximizing our potential, and are committed to safeguarding resources to realize the transformation of individuals and campus objectives of student first.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended	93	84	96	82	41
Commended	55	11	32	18	2
Number of students tested	75	73	57	65	86
Percent of total students tested	95	92	100	87	
Number of students alternatively assessed	4	6		14	
Percent of students alternatively assessed	5	7		13	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Commended	98	83	94	77	38
Commended	57	8	29	21	
Number of students tested	53	48	31	48	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Commended	98	83	95	78	40
Commended	55	8	22	16	
Number of students tested	51	59	41	50	
3. (specify subgroup): White					
Commended	94	91	100	92	44
Commended	56	27	57	31	
Number of students tested	18	11	14	13	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended	97	97	100	89	74
Commended	71	77	61	58	12
Number of students tested	73	71	57	62	85
Percent of total students tested	92	92	100	87	
Number of students alternatively assessed	6	7	0	14	
Percent of students alternatively assessed	8	7	0	13	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Commended	100	96	100	85	68
Commended	72	77	65	51	
Number of students tested	53	47	31	53	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Commended	100	97	100	85	69
Commended	69	76	61	52	
Number of students tested	51	59	41	48	
3. (specify subgroup): White					
Commended	94	100	100	100	80
Commended	83	80	57	75	
Number of students tested	18	10	14	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 7 Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended	82	96	74	21	46
Commended	0	14	3	1	1
Number of students tested	76	57	65	98	74
Percent of total students tested	95	89	97	87	
Number of students alternatively assessed	4	3	2	15	
Percent of students alternatively assessed	5	5	3	13	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Commended	80	97	76	17	35
Commended	0	9	2	0	0
Number of students tested	55	33	41	71	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Commended	80	100	76	21	43
Commended	0	7	4	1	
Number of students tested	61	44	50	75	
3. (specify subgroup): White					
Commended	92	91	64	24	55
Commended	0	36	0	0	
Number of students tested	12	11	14	21	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 7 Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended	95	95	97	64	73
Commended	59	33	43	12	13
Number of students tested	76	57	65	98	74
Percent of total students tested	95	89	97	87	
Number of students alternatively assessed	4	3	2	15	
Percent of students alternatively assessed	5	5	3	13	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Commended	95	91	98	58	62
Commended	58	27	34	8	
Number of students tested	55	33	41	71	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Commended	93	95	98	62	64
Commended	57	32	40	11	
Number of students tested	61	44	50	74	
3. (specify subgroup): White					
Commended	100	100	93	73	95
Commended	67	36	50	14	
Number of students tested	12	11	14	22	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 8 Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended	100	63	32	32	48
Commended	78	8	2	4	3
Number of students tested	64	62	87	82	67
Percent of total students tested	89	85	100	92	
Number of students alternatively assessed	8	9	6	6	
Percent of students alternatively assessed	11	13	7	7	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Commended	100	57	28	24	48
Commended	89	6	0	0	0
Number of students tested	38	35	57	55	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Commended	100	63	31	28	47
Commended	94	8	3	0	0
Number of students tested	49	48	67	58	0
3. (specify subgroup): White					
Commended	100	22	37	45	87
Commended	100	0	0	14	0
Number of students tested	12	11	19	22	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 8 Test: TAKS

Edition/Publication Year: 2003-2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended	100	77	68	62	78
Commended	94	26	23	22	19
Number of students tested	63	62	88	81	68
Percent of total students tested	89	85	100	92	
Number of students alternatively assessed	8	9	8	6	
Percent of students alternatively assessed	11	13	9	7	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Commended	100	77	60	57	74
Commended	89	17	16	19	0
Number of students tested	38	35	58	53	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Commended	100	75	65	58	73
Commended	94	21	20	19	0
Number of students tested	49	48	66	57	0
3. (specify subgroup): White					
Commended	100	82	81	77	93
Commended	100	45	33	32	0
Number of students tested	12	11	21	22	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: